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ABSTRACT

On the 50th anniversary of the American Association of Colleges for Teacher Education (AACTE), this book examines the history of AACTE's work. Section 1 describes the early history, from 1902-1947, when it was the American Association of Teachers Colleges (AATC). Section 2 discusses the years from 1948 forward, when the AACTE was formed and the constitution and bylaws were drawn up. AACTE was the result of a merger between the AATC, National Association of Colleges and Departments of Education, and National Association of Teacher Education Institutions in Metropolitan Districts. AACTE's purpose is to provide, through professional organization and cooperation, for the continuous search for and promotion of ideas and practices which are most effective in the education of teachers. Section 3 discusses AACTE's publication efforts, including the Journal of Teacher Education and books, pamphlets, and monographs related to teacher education. Section 4 examines recurring themes in AACTE's work, including accreditation, internationalism, quality of teacher education students, diversity and multiculturalism, extended programs, locus of teacher education, technology, gender, and research. Section 5 describes processes AACTE has developed for various awards, including the Distinguished Achievement Award series, Edward C. Pomeroy Award, David G. Imig Award, and Margaret Lindsey Award for Distinguished Research. Section 6 discusses the future of AACTE. Three appendixes list past presidents of AACTE, Pomeroy Award recipients, and Imig Award recipients. (Contains 50 references.) (SM)

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A History

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Edward R. Ducharme
Mary K. Ducharme

Foreword by
David G. Imig

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The American Association of Colleges for Teacher Education

A History

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Foreword by
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The American Association of Colleges for Teacher Education is a national, voluntary association of colleges and universities with undergraduate or graduate programs to prepare professional educators. The Association supports programs in data gathering, equity, leadership development, networking policy analysis, professional issues, and scholarship.

The opinions, conclusions, and recommendations expressed in this monograph do not necessarily reflect the views or opinions of the American Association of Colleges for Teacher Education. The AACTE does not endorse or warrant this information. The AACTE is publishing this document to stimulate discussion, study, and experimentation among educators. The reader must evaluate this information in light of the unique circumstances of any particular situation and must determine independently the applicability of this information thereto.

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Foreword

David G. Imig

As AACTE begins its second half-century of service to its member institutions, its leaders, staff, and members are celebrating its many accomplishments. Formed from a number of teacher education organizations that had their roots in the normal school movement of the 19th century, the Association is commemorating its existence as the largest institutionally-based professional education association in this country dedicated to enhancing the quality and improving the condition of teacher education.

For 50 years, AACTE has attempted to embrace all collegiate programs that prepare teachers and other school personnel and to fashion them into an associative community. We have vigorously sought to raise both the quality of school personnel preparation programs and to inform the public of the commitment and dedication of faculty and campus leaders to that agenda. AACTE has worked in Washington and at the state level to advantage its member institutions and to provide a community in which faculty and others could examine "best practice" and share the strengths and weaknesses of their programs. Looking back, it is possible to document our successes and our accomplishments.

As we approach the 21st century, we can expect fundamental shifts in the institutional arrangements that have provided the core for teacher preparation programs. We can also expect new forms of schooling that will expand the array of opportunities and expectations for schools, colleges, and departments of education. This will promote dramatic shifts in the way we prepare teachers and others responsible for the learning of young people. AACTE intends to play a prominent role in shaping this future and in helping our members make the extraordinary changes expected of them.

To know where we are heading, we also need to know where we have come from. To that end we asked Edward R. Ducharme and Mary K. Ducharme of Drake University to prepare a celebratory 50th anniversary history of AACTE. Known for their outstanding co-editorship of the *Journal of Teacher Education*, the Ducharmes were asked to spend a portion of their sabbatical leave writing this history of the Association. They approached this task as they do for so many other professional challenges by reading expansively in our archives, ferreting out Annual Reports and proceedings from past Annual Meetings, rereading past monographs and other Association publications, and interviewing past leaders of the Association, including some who participated in the formal inauguration of AACTE 50 years ago this month in Atlantic City. While they were justifiably reluctant to spend extensive amounts of time away from their Cape Cod cottage, and had to overcome numerous glitches (such as packages forwarded to Des Moines instead of the Cape), their diligence and dedication to this work are evident in this history. They have produced a highly readable but perceptive history of the Association. We are indebted to them.

THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION: A History

Introduction

The 50th anniversary of an organization is a time for celebration, for reflection, for consideration of successes and failures, for rededication to old values and dedication to new causes, and for pride and humility.

Organizations come to life, grow and change, and thrive or disappear. The American Association of Colleges for Teacher Education (AACTE) emerged in 1948 as the successor to its parent organization, the American Association of Teachers Colleges. Now, 50 years later, we consider the trail this organization has followed, its successes and dreams, its highs and lows.

Many attending the 50th Annual Meeting may have given little conscious thought to AACTE's past. It has been part of the lives of most of us for a long time; come February of every year, we head to the meeting site and once more consider the perennial issues in teacher education. Writing about an organization so connected to our professional and personal lives for decades is complex and difficult. As we talked about and considered many people, events, and issues, we occasionally wondered: Is AACTE that organization housed at One Dupont Circle? Is it the combined efforts of all the member institutions? Is it the result of the work of the many committees, commissions, individual institutional representatives? Is it a concrete entity or is it a hope encased in an acronym? We concluded: Yes. Yes. Yes. Yes.

Organizations are often more than the sum of their parts. AACTE is, of course, an organization with a constitution, officers, mission statement, projects and grants, publications, and people; yet it more than that. In addition to its organizational particulars, AACTE is the professional voice, conscience, and spirit of teacher education. As the years have

passed, the Association has become more diverse, more concerned with increasingly broad issues. The very complexity of the society has brought new issues and concerns to the fore. While many AACTE values—quality teacher preparation, concern for social justice, promotion of research—are timeless, the Association must often respond to timely issues.

We must add a comment to accommodate the déjà vu of readers as they recall that then-Executive Secretary Edward C. Pomeroy (1968) wrote: *While observing its fiftieth anniversary at the 1968 Annual Meeting, The American Association of Colleges for Teacher Education emphasized its primary interest in the future rather than the past.* Yes, there was an Annual Meeting with the theme *The Past as Prologue* which celebrated the 50 years that went back to the formation of AATC, the forerunner of AACTE. Not many organizations get to have two 50-year commemorative meetings. The American Association of Colleges for Teacher Education is indeed special.

In the ensuing sections, we describe and comment on the history of the American Association of Colleges for Teacher Education. In preparation for writing this report, we read much archival material at the national office; interviewed selected AACTE staff; sent a questionnaire to all living former Association presidents; attended a luncheon meeting at the 1997 National Meeting which included a roundtable discussion by 18 former presidents of their terms of office and the major issues with which they dealt during their tenures; conducted audio taped interviews with seven former presidents and both the former and present directors of AACTE; and spoke with numerous frequent attendees at the Annual Meeting. Readers will find a running narrative interspersed with quotations from archival documents, returned questionnaires, and interviews.

Early History: 1902-1947

In 1962, AACTE staff member Richard Lawrence prepared a not-for-publication history of the American Association of Colleges for Teacher Education. He based his paper on earlier publications including the various yearbooks of the Association, particularly on Evenden's (1948) *A Quarter Century of Standards*. The following is a brief summary, adapted from Lawrence's work, and our comments on the narration.

In 1902, the presidents of normal schools participating in the Normal School Oratorical Association of Kansas, Iowa, Missouri, Illinois, and Wisconsin, organized the North Central Council of State Normal School Presidents, an informal council, which held annual meetings from 1902 through 1917. The number of attendees increased from six in 1902 to 40 in 1917. Pomeroy (1962) commented on the origins of AACTE: *The American Association of Colleges for Teacher Education had its origins early in 1917 in formal meeting in Chicago, Illinois. President Homer H. Seerly, Iowa State College, invited to that conference a number of presidents of institutions giving four-year courses for the preparation of teachers . . . these men represented the charter members of the Association we know now, some 45 years later, as the AACTE. Significantly for our topic, the record of this first meeting indicated the subject of chief interest was the establishment of an educational honor society. The need for recognizing and encouraging the best efforts on the part of students looking forward to careers in teaching was great then, as it is now* (p. 43).

In 1917, the North Central Council of State Normal School Presidents became the National Council of State Normal School Presidents and Principals which met annually; many of the member institutions had become degree-granting teachers colleges.

In 1922, the National Council of State Normal School Presidents and Principals became the National Council of Teachers Colleges. Because of growing awareness of the services to education by the National Education Association (NEA), the Department of Superintendence, and the National Council of Education, Presidents Lionnet H. Setley of Iowa State Teachers College, John R. Kirk of Kirksville Teachers

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College, Missouri; Charles McKenny of Ypsilanti, Michigan; David Felmley of Normal, Illinois; and Dean H. O. Mennick of Miami University, Ohio—all representing degree granting teachers colleges—met in Chicago early in 1917 and decided to establish the American Association of Teachers Colleges. These five men were the nucleus of the first meeting of the American Association of Teachers Colleges in Kansas City, February 24, 1917. Commenting on this meeting, Friedman (1963) noted, *This present American Association of Colleges for Teacher Education owes its origin mainly to the foresight and dedication of five men who met in Kansas City in 1917 to talk about teacher education. These men, as well as many others, were aware of the distressing need for more and better teachers for America's expanding common schools.*

As heads of teacher training institutions, these men sensed their unique opportunity to work effectively toward an improvement of the situation. . . It was their conviction that the improvement of the programs of teacher education was the primary responsibility of institutions formally dedicated to the education of teachers, and more specifically of the administrators and faculties of these institutions (p. 57).

After 1917, annual meetings followed each year in conjunction with the NEA Department of Superintendence meetings. An item of interest from that era: At the 1920 meeting, dues were set at $5, but because the unexpended balance in the treasury the next year was so large the dues were reduced to $2. It is not the level of cost of the dues that is so interesting; rather, it is the fact that the group actually lowered the dues the following year! No president of AACTE has faced that *problem* in the last 50 years.

In 1922, the Association voted to prepare a constitution and bylaws and present them at the next meeting, publish a yearbook (the first yearbook of the AATC), have at least three sessions at the 1923 Annual Meeting, and prepare a program in advance to be printed and sent to all members. (These items became the basis for AACTE when it formed in 1948.) In 1923, the National Council of Teachers Colleges merged with the American Association of Teachers Colleges. In 1925, the AATC was combined with the Normal School Section of the NEA. At that time, it became an official department of the NEA with complete autonomy.

The theme for the 1928 Boston meeting was *Twenty Years of Progress*, and most of the papers presented reviews of the accomplishments of the preceding two decades. At the 1929 meeting in Cleveland, President Morgan followed the Boston program with a two-decade look ahead; most of the speakers predicted conditions in various aspects of teacher education in 1950. None, of course, knew that the Great Depression and World War II would occur between 1926 and 1950.

At the 1930 meeting, the AATC joined with other educational groups in petitioning Congress through the United States Office of Education to make an intensive survey of teacher education in the United States. This study was approved and a report made on its organization and proposed plan of procedure at the 1931 meeting in Detroit. The work of the AATC grew and its professional program expanded. AATC's role in the work of the Commission on Teacher Education of the American Council on Education (1938-44) brought the opportunities and responsibilities for teacher education into sharper focus. The three Schools for Executives which AATC ran, starting in 1942, resulted in improved friendliness among the presidents and a keener awareness of common problems. The Schools for Executives later became an annual event for AACTE.

World War II brought about a national emergency in the supply of teachers and a general public awareness that the social and financial prestige of America's teachers must improve. Education was high on the nation's agenda when the war ended. The GIs returned home, married, and started their families thus producing the vast numbers of schoolchildren in the 1950s and 1960s, which, in turn, produced a need for more and more teachers. The enactment of the GI Bill enabling veterans to attend college forever altered higher education, both in terms of who attended and what they studied. Former normal schools and teachers colleges saw their student bodies both enlarge and change.

The Last Year of AATC

Nineteen forty-seven was the last year of AATC, the year before AACTE's birth. Charles Hunt, President of Oneonta State Teachers College, New York, and secretary of AATC and later key figure in the organization of AACTE,

described the current conditions and made suggested lines of policy. He included many concerns and ideas which became central to AACTE's future work. With the exception of retaining the administrative relationship with NEA, Hunt's statement continues to serve as an unofficial template for the Association's many activities. His complete statement follows:

What has happened to this country and the world can hardly be described as another war. It is a social revolution, and we are again challenged to face the problems of preparing teachers for a new kind of world. What are our responsibilities? What are our resources? How can we best plan to use them for the purposes that belong in the American tradition?

We prepare teachers for the common schools. If we include all that rightly falls under that heading in the years ahead we shall have a kind and quality of professional school to serve the student and the community that has not yet been seen on this continent. To build that school is our job. No one else will do it, either in the quality or quantity required. How can we do it? I know of campuses where there are promising beginnings. But we shall none of us get there so well by ourselves. Association is necessary. What kind shall it be? Let us see what the American Association of Teachers Colleges is now.

It is a department of the national Education Association. The constitution provides for institutional membership, open only to those whose college work is directly related to the professional preparation of teachers and meeting the Standards of the Association. It provides for a president, a vice-president, a secretary-treasurer; an executive committee of seven members; a committee on standards and surveys; a committee on accrediting and classification. The president, vice-president, and members of the executive committee are elected by the membership. The secretary is elected by the executive committee. The dues are $50. Our greatest present and potential resources are to be found in a working membership; in the ability to identify significant problems, to secure persons of ability to work upon them, to cooperate wisely in the programs to get good solutions into practice. Except for minor amendments the constitution has never been changed.

These are the lines of policy which we should follow, as I see them—I am stating them categorically, not to close the argument but to open it:

1. We should retain and strengthen our connection with the National Education Association. The interests of our member-

ship, the history and present status of associations in the United States, indicate that we should also work as we have done in the past with the American Council on Education. Our association with a wide range of organizations concerned with teacher education should be maintained and strengthened through our active membership in, and support of, the Council on Cooperation in Teacher Education.

2. We should change our name to make it possible for us to include those institutions which have a primary interest in teacher education.
3. We should retain institutional membership for the present, adding schools of education in universities and other institutions that can qualify by present tests, but we should experiment further with individual memberships—as we have begun to do through our relations with the TCPA—because this may eventually tap essential sources of power in our faculty groups.
4. We should increase our dues to a point where the Association can carry out the program now demanded of it.
5. The present set-up for officers and the general pattern in constitution and bylaws seem adequate. I suggest that the name of the Committee on Accrediting and Classification be changed to the Committee on Accrediting and that the Committee on Standards and Surveys be changed to the Committee on Studies and Standards. There exists in the present organization sufficient flexibility to enact the program of the Association.
6. The Association should, as soon as possible, acquire a full-time person to serve the purposes of the Association under the direction of the Executive Committee. If a satisfactory arrangement can be worked out, this person might well have an office in Washington. I am forced to conclude, however, that shared budgeting for the salary of such a person does not seem workable. While we preserve our organization in its present form, it is wise to work within our own resources. When the demands of teacher education make this organization inadequate we should consider whatever steps are necessary to preserve the values which are entrusted to us. That step may be nearer than we now see.
7. We should reconsider the time and place of the annual meeting.
8. We are strong enough and sure enough of ourselves to welcome the university schools of education. There is work for them to do and some of it we are not able to do without them. The addition of this group will not enlarge our Association to an unwieldy

size. Moreover, experience, especially at our Schools for Executives, has demonstrated that we can arrange our programs and other activities so as to provide both for shared attention to common concerns and sub-group attention to matters of special interest. We are, so far as I know, the only department of the NEA whose membership is institutional. That basis of membership has proved to have great values and I know of no disposition to abandon it. Yet we have long been aware of the fact that what goes on with us is less influenced by the rank and file of the teachers in our institutions than would be desirable, and exercises less influence on them.

9. We cannot hope to influence teacher education in the United States unless we devise ways and means of working more closely with those who carry on the program, our faculties and persons in other related agencies. We should most thoughtfully consider how this may be brought about.

10. Only in recent years has the Executive Committee played a major role in the work of the Association. It should be the clearinghouse for teacher education problems. It should be a continuing body, accumulating a working group with the inclination and opportunity to summon to its aid resources from appropriate areas in determining policy.

11. The work of the Committee on Standards and Surveys should be expanded with adequate support. A wide range of studies is under way. The Committee is spreading its work more widely among the Association members. Had the money been available and sufficient time for proper direction available, the Committee could have spent its entire budget this year, $6,000.

12. The work of the Accrediting Committee should be carried on and strengthened. It is in this committee that the implementation of the studies and standards takes place, at least in good part. We have now attained sufficient prestige to look forward with confidence to being able to maintain our minimum standards. We should, however, be interested not only in minimum standards but in those measures which stimulate us mutually to optimum standards. Since the problems raised reach into the farthest recesses of our economic and social patterns, the work of this committee will continually call for wise and farseeing statesmanship.

13. In October 1944 the Executive Committee asked the executive secretaries of the most important studies which had been made by the General Education Board to spend two days in discussing

the implications of its studies for our Association program. The synopsis of their recommendations printed in the 1945 Yearbook will remain a source of guidance to us for years to come. We can summarize them briefly by saying that (1) we should make increasing use of the methods of self-study; (2) we should experiment and evaluate; (3) we should make use of the studies in related fields; (4) we should bring together people who are doing similar work, and facilitate the discussion, study, and report on important problems; (5) We must in some way secure channels of communication directed specifically to working groups, to make the work of the various committees sufficient. Our educational program goes far beyond our immediate clientele.

Some of the suggested changes involve constitutional changes. Fees have been under discussion for some time. Due notice has been given of this change and action can be taken at this meeting. We should prepare ourselves and our Association to meet our responsibilities (Hunt, 1948, pp. 139-142).

Among the many items of interest in Hunt's list is his statement that *We are strong enough and sure enough of ourselves to welcome the university schools of education.* This declaration presaged the entry of many universities into AACTE in the coming years. The tenor of the observation, with its wording *strong enough and sure enough*, suggests feelings that continued long into the future, even to the present. The joining of the universities with the small institutions brought about both the diversity of AACTE and the complexities of governance. The interests and problems of small college presidents were quite different from those of the presidents and deans at larger institutions. When representatives from these groups met, tension was occasionally the result.

The merging of university deans of education with small college, former normal school presidents was at times a clash of two cultures, each with its own institutional forms of governance, faculty priorities, and histories. The presidents created a Commission of Presidents that later became the American Association of State Colleges and Universities (AASCU). The majority of institutions in this association were once state normal schools or teachers colleges. Education school deans were part of the Land Grant Deans group. Stress between and among the differing groups within AACTE was perhaps inevitable.

As the former normal schools and teachers colleges became state colleges questions of role and function emerged, including matters such as the management of general education for teachers. The shift from being normal schools and teachers colleges to state colleges of arts and sciences was rapid. Bigelow (1957) observed, *But now let us take a look at what has happened to our 164 institutions during the 18 years since 1938. None, of course, remains a normal school, and only three retain the word normal in their titles— normal college or normal university. But the word teachers proved to be only a temporary part of many institutional names* (p. 13).

Education schools within the universities have not been without their difficulties and their searches for identity. Brumbaugh (1949) noted, *Thus far I have said nothing specifically about the colleges of education within universities. Important as is their role, in most universities their experience has not been a happy one. They live in isolation because they have not commanded the respect of the faculties in the conventional disciplines. They have often been uncertain as to their role. Should they place their major emphasis on experimentation and research at the graduate level; Should they offer an undergraduate curriculum leading to a professional degree; or Should the responsibility for general education of teachers be university-wide, the college of education providing only the professional phases of the program? How can this stepchild of the academic disciplines make all deans and professors aware of their opportunities and responsibilities in the field of teacher education* (pp. 19-20). The role of teacher education and teacher educators within universities continues to provoke interest and controversy. Judge (1982) and Clifford and Guthrie (1988) are among the scholars who have probed this issue in recent decades. Judge argued that the major research universities, their faculties, and their administrations have little respect for teacher education. He contended that the further away from teacher education that education faculty in these institutions are the better the faculty feel about themselves. Twelve years later, Judge and colleagues (1994), again describing conditions in the United States, observed, *The emphasis laid in major schools of education on teacher education proper, or on education as a wider concept and course of study, has shifted periodically. . . . Environment and context are here a strong determinant and most leading schools of education have been located in universities encouraging their students on for their*

Ph.Ds, and offer a stimulating environment. This has acted as an incentive for such schools of education to produce scholars and researchers, elite professors and administrators (p. 108). Small institutions, ostensibly more committed to and connected with teacher education, contend that they better prepare teachers (See Howey & Zimpher, 1989). This difference in perspective is but one of the many matters occasionally causing friction within the Association membership. The matter of institutional purpose remains an issue. We have noted how Friedman (1963) observed that those founding AACTE were *aware of the distressing need for more and better teachers for America's expanding common schools* (p. 57). Judge and others have noted how the twin forces of producing research and of preparing many types of educational personnel ranging from classroom teachers to professors of education have blurred the purpose of the institutions.

The ongoing search for meaning, identity, and purpose continues to the present. Former president Smith (1984-85) commented, *Land Grant deans were always perceived as having excessive influence, political power, demanding to redirect the operations. The small, private liberal arts colleges always felt that they were underrepresented* (Smith, Interview, 2/27/97). Mauker (1963) summarized the early membership and representative issues: *Approximately half of our more than 600 institutions are private institutions, but at present only one member of the Executive Committee among the 11 voting members, comes from a private institutions, Bob Bush from Stanford* (p. 5).

The Association has for over a decade sought to provide a balance in key committee memberships to reflect the regional and structural diversity of the institutional members as well as the vast differences in size and scope of its member institutions.

Hunt also indicated that *We should reconsider the time and place of the annual meeting*. For many years, considering the time and place inevitably meant meeting in Chicago in February. The meeting in 1949 was in St. Louis; those in 1950, and 1951 were in Atlantic City. From 1952 through 1979 meetings were always in Chicago in February. Many a match between prospective faculty member and employing dean or department chair occurred in the Haymarket restaurant of the Conrad Hilton in Chicago. The Association did not follow follow Hunt's advice to reconsider the place of the Annual

Meeting until 1973 when, because of the Illinois failure to pass the Equal Rights Amendment, AACTE—after prolonged floor discussion—elected to move out of Chicago for the next Annual Meeting.

Since 1980, meetings have been in many cities including, Washington, San Antonio, Houston, Dallas, Detroit, Anaheim, New Orleans, Phoenix, San Diego, and—again—Chicago. No record exists of attendance at the Annual Meeting until 1960; 923 attended in that year. By 1969, attendance had increased to 1,440. In recent years, attendance has been approximately 2,000.

In 1947, the American Association of Teachers Colleges, the National Association of Colleges and Departments of Education, and the National Association of Teacher Education Institutions in Metropolitan Districts, combined, had 258 non-duplicating members (some institutions had membership in more than one organization). The 1948 AACTE membership list included 257 institutions (Harvard and the University of Buffalo had dropped out; Winston-Salem Teachers College joined). Thus, AACTE started its organizational life with 257 member institutions and only one paid staff member.

Many of the reports to which Lawrence referred in his 1962 text describe the variety and evolution of organizations related to teacher education. One can only imagine the complexity of attempting to deal with national and regional issues and problems with four or five different organizations, each concerned with teacher education in one way or another. A simple desire for order and consistency may have been a central force driving groups towards a common organization resulting in AACTE. Currently, AACTE faces similar complexity with entities such as the Holmes Group, the National Governors Association, and the Education Commission of the States producing statements about teacher education related to both policy and practice.

1948: Formation of the American Association of Colleges for Teacher Education: Constitution and Bylaws

In 1948, by membership vote, the American Association of Teachers Colleges, the National Association of Colleges and Departments of Education, and the National Association of Teacher Education Institutions in Metropolitan Districts merged to form the American Association of Colleges for Teacher Education. Representatives of the institutions holding membership in the three associations met at Atlantic City, N.J., on February 21, 1948, and adopted a constitution and set of bylaws for the new organization. Article II of the Constitution as revised in 1955 states the Purpose and Objectives as follows:

The purpose of this Association is to provide, through professional organization and cooperation, for continuous search for and promotion of ideas and practices which are most effective in the education of teachers. The major objectives of the Association are:

To provide member institutions with the means for continuous exchange of information, experiences, and judgments concerning all aspects of teacher education.

To stimulate and facilitate research, experimentation, and evaluation in teacher education and in related problems of learning, and teaching; to serve as a clearinghouse of information and reports on these matters; and to publicize the findings of studies that have significance for the improvement of teacher education.

To exchange reports, experiences, and ideas with educators of teachers in other countries as a means of improving teacher education and of strengthening international understanding and cooperation.

To encourage and assist the administrators of teacher-education institutions to develop greater competence, especially in their leadership of college faculties in developing improved programs for the education of teachers.

To cooperate with other professional educational organizations and agencies in activities designed to establish desirable directions, costs, and standards for teacher education.

To make available to colleges and universities, upon request, professional consultant services and other practical assistance to help them improve their teacher-education programs.

To represent the education of teachers before all segments of the public as a professional enterprise carrying special responsibilities for the development of competent citizens.

The purpose and objectives statement of the new organization bear considerable resemblance to Hunt's assessment in summing up where AATC was in 1947. Little wonder. Hunt was the critical person in the creation of both statements. A statement Hunt made in his prefatory remarks to where AACT was in 1947 remains central through all AACTE the policy statements, constitutional imperatives and subsequent amendments, presidential addresses, and many other such matters. AACTE has in the years since 1948 struggled enormously to create, develop, and build the kinds of schools, colleges, and departments of education (SCDEs) that would produce outstanding teachers for the common schools, for all schools, for all children and youth. At times, some of the Association activities may not have appeared directly related to helping the institutions that prepare teachers for the common schools, but more careful examination generally reveals a thread of concern for quality teachers throughout the organization's history. Hunt's statement: *We prepare teachers for the common schools. If we include all that rightly falls under that heading in the years ahead we shall have a kind and quality of professional school to serve the student and the community that has not yet been seen on this continent.*

The years following the organization of the Association were ones of considerable progress for AACTE, so much that in 1967, John King was prompted to ask: *Will success spoil AACTE? Not if we pay attention to our history and realize where our real strengths are* (King, 1967, p. 28). Although AACTE has had considerable success in the past several decades, it is unlikely that the preceding question of success spoiling the Association has concerned any recent AACTE presidents. AACTE, like many educational associations in the 1990s is caught up in the vortex of many conflicting issues and causes. The times are too complex and fractious to permit the luxury of basking in recent successes. There is always a new problem or an old problem in a new context. Nonetheless, it is refreshing to look back on a time 31 years ago when the Association president could ponder such a question. It is instructive to review the past 50 years through the media of Association yearbooks, Annual Meeting themes and keynote speakers, issues of *Briefs*, topics of articles in the *Journal of Teacher Education* and note the recurring matters that captured the attention of teacher educators.

1948 Forward

Annual Meeting attendees have, for the past two decades, noted a proliferation of individuals different from attendees in the 1960s and 1970s: more and more faculty, graduate students, fewer administrators, more women, and more members of minority groups. Charles Hunt, in the inaugural year of AACTE, had a clear idea of what the Association should be and whom it should serve: *But our association should also recognize that it is primarily for administrators, with no apologies offered . . . Mark Hopkins was a college president when he sat on his end of a log. When I think of the number of times I sit opposite a human being, with a great need for me to know more and be able to teach more wisely, I am impressed with the importance of continuing our Association as an educational process for college presidents, and not diluting our class too much* (Hunt, 1948, p. 20). Readers will note that in his suggestion that the Association serve as an educational process for college presidents, he had turned away somewhat from his remarks a year earlier in summing up where AACT was at that time: *we should experiment further with individual memberships—as we have begun to do through our relations with the TCPA—because this may eventually tap essential sources of power in our faculty groups.* Years later, former president Hermanowicz (1977-78) stated that AACTE needed to reach out to a larger group of institutional representatives: *J. T. [Sandefur] and I agreed and we tried to get the membership to go beyond the president, the dean, and the director of teacher education. The scholars in teacher education weren't with us* (Hermanowicz, Interview 2/26/97).

Of course, the class to which Hunt referred has been "diluted" in recent decades. AACTE is no longer *primarily for administrators, with no apologies offered.* The Association now has a host of faculty members as institutional representatives. From a time when almost all the officers and representatives of institutions were either presidents, deans, or—very rarely—department chairs, AACTE has reached the point where the vast majority of the institutional representatives are faculty. By contrast, in 1948, the representatives included: 177•

(66.8%) presidents; 77 (30.1%) dean or associate dean; 7 (2.7%) chair, head, or director; 1 (0.4%) professor. Early in its history, AACTE had individuals who wanted to involve a broader group in its work: *The procedural efficiency, which is of the first importance, is accomplished only when the administration in the teachers college recognizes the basic advantages of utilizing as far as possible the intelligence, judgment, knowledge, skills, feelings, and energies of the total personnel in the solution of the over-all common problem of the group* (Engleman, 1948, p. 153). Former president Saunders (1985-86) noted, *Some of the steps taken in recent years to increase the institutional reps have helped* (Saunders, Interview, 2/27/97).

While the extended number of institutional representatives has satisfied the desire of some to reach more faculty, the question of who is the most critical audience for AACTE endures. As recently as 1990, Fenstermacher, in a letter to Executive Director Imig prior to assuming his presidency, noted: *Finally, in my new AACTE role, I think about the niche that AACTE occupies in the community of professional educators. Our primary audience, it seems to me, is college administrators: deans, department heads, chairs, directors. Should not AACTE have its central mission helping educational administrators get better at what they do* (Fenstermacher, 1990)? The matter remains unresolved definitively, as perhaps it should. Former president Sandefur (1978-79) noted both how the issues of individual AACTE memberships and who the Association serves were concerned during his presidency, *We were very interested in individual memberships at that time. So we spent a lot of time making plans for individual memberships that were never approved by the Board. Are we a deans' organization and should we worry about their problems? Or are we a professors' organization? We don't seem to know* (Sandefur, Interview, 2/26/97). Former president Saunders had a deep interest in the membership issues and sensed many of the problems attending them: *One of the questions about governance through the years has been: do we want to become a member organization or remain an institutional membership one? My feeling has always been that we can be more effective by keeping the institutional membership with individual membership within that structure. Some of the steps taken in recent years to increase the institutional representatives has helped. You go to individual memberships like NEA and ATE and you lose much*

of the institutional connections (Interview 2/27/97). Institutions and individuals remain central concerns.

Those familiar with the history of teacher education in the United States understand well the reasons for the original makeup of the Association and its continuing interest in administrators in institutions educating teachers. In 1948, 99 member institutions identified themselves as state teachers colleges; 15 as state colleges, most likely teachers colleges under a different name; 10, as private colleges; and 73 as either colleges or schools of education within universities. In the same year, of the 20 members of the four standing committees, 13 were college presidents; five were deans, was a professor. This early pattern, which persisted for a number of years, certainly would foster a heavy emphasis on the concerns of administrators. By contrast, the eight standing committees in 1997 were composed of no presidents, 21 deans and associate deans, and 31 faculty; the number of standing committees had doubled. Changes in representation by women and members of minority groups are included in a later section.

The Oneonta Years

During the early years, AACTE was housed in Oneonta, New York, home of Oneonta State Teachers College where Charles Hunt, the founding father of AACTE, was president. The office was at Oneonta State Teachers College until 1950 when it moved to a building on Elm Street, separate from the College. Hunt was Secretary-Treasurer of the Association; Warren Lovinger was Associate Secretary. Former president Lovinger (1963-64), in interview, indicated, *My title was Associate Secretary because Charlie Hunt was the one who was elected, and I was the one who was paid* (Lovinger, Interview, 2/27/97)! Hunt was clearly a driving force in starting up the Association and giving it early momentum; he was a beloved figure. Again, Lovinger noted, *I thank the Lord for men like Charlie Hunt. He was the best kind of person a young man could work under. He took you along with him; he was a teacher from the word go. He'd graduated from Teachers College two years before me. He told me that I had the best education available at the time: a degree in education from Teachers College, Columbia, University. He inspired people he worked with.* My *first assignment*

was to run a School for Executives at Estes Park in Colorado (Lovinger, Interview 2/27/97).

In 1951, Lovinger left the Association for a position in South Dakota. From 1956 through 1959, he served on the AACTE Executive Committee; he was elected president of AACTE in 1963. In 1952, Edward Pomeroy replaced Lovinger as Associate Secretary; in 1953, he replaced Charles Hunt as Secretary-Treasurer; in 1955, he became Executive Secretary. The title was subsequently changed to Executive Director, a position he held until 1980 when he retired. Describing how he took the position with AACTE, Pomeroy commented, *I was working in the development office at Teachers College, Columbia, after I'd finished my degree. Warren Lovinger had just left the Association, and Charles Hunt came down and asked me if I was interested. He said, 'How would you like to pick up this thing Lovinger was doing?' I said that I was interested in being a college president. He told me to go home and talk it over with my wife and he'd be back in the morning. My wife wasn't particularly interested in going to Oneonta. But anyway, we went* (Pomeroy, Interview, 2/27/97). Association hiring practices have changed considerably since the 1950s.

The location of the office at Oneonta was, of course, a result of Charles Hunt's position at Oneonta. Located in rural, upstate New York, Oneonta was hardly the center of transportation and communication in the 1950s. Meetings were difficult to schedule. Pomeroy noted that Hunt was the only professional colleague he had to talk with in Oneonta. Pomeroy wanted the executive committee to meet once a year in Oneonta; committee members were not thrilled with the travel. Pomeroy himself had to go to Washington, DC twice a month because that is where most of the post–World War II education action was. *It wasn't easy for me to get to Washington a couple of times a month. The nearest airport was 60 miles away. Sometimes I'd take a train from Oneonta to Binghamton, and then a sleeper to Washington. At one summer Executive Committee meeting in 1958 or 1959 the committee had assembled people from all over the country. Of course, at the time, AACTE was a department of NEA. NEA had this new building and they were keen on getting all the departments in the building. The committee members said the Association couldn't be what it ought to be up in the woods. Within 5 or 6 months of that decision, we were in Washington* (Pomeroy, Interview, 2/27/97).

On to Washington

The move to Washington brought AACTE closer to the center of many things concerned with education, particularly with U. S. education policy making. Pomeroy noted how all the important people in education and related fields passed through Washington at one time or another. *After we moved the Association to Washington, it became a lot easier to work with people heading organizations like ours. We could have a cup of coffee and talk. And there were always important people coming through Washington and we'd have a chance to meet, certainly more than in Oneonta* (Pomeroy, Interview, 2/27/97).

As the leader of AACTE, Pomeroy had great success. People found him helpful, gracious, and knowledgeable. Some commented that he was exactly the right person for the role at the right time as AACTE first stabilized in Washington and then rapidly grew. Former president Egbert (1980-81) noted, *In 1973, when you walked into the AACTE office it made no difference where you were from. Ed Pomeroy would somehow know you were on the elevator and meet you when you came in. He would shake your hand and sit down and visit with you. He was kind of the ultimate in the handshaking politician. It was extremely gratifying for people from the small colleges to meet Ed* (Egbert, Interview, 2/27/97).

In 1959, AACTE moved into the National Education Association building in Washington. AACTE was for a number of years a department of NEA. Pomeroy noted that the relationship went back to 1917 or 1918. Rent was free. AACTE, the only institution-based membership department in NEA, remained in the NEA building until 1969 when the Association moved to One Dupont Circle. Apparently, the relationship with NEA become a bit rocky. Pomeroy noted, *The NEA wanted us out of the building; they viewed us as administrators, and they wanted to deal with teachers. If we hadn't wanted to move they'd have thrown us out. It was certainly in AACTE's best interests to be associated with higher education* (Pomeroy, Interview, 2/27/97).

The Washington Years

In 1979, following a national search for a successor to Pomeroy, the AACTE Board of Directors named David Imig, then serving as an AACTE associate director for governmental

relations, as executive director. Imig had served on the Association staff for a decade in a variety of roles prior to assuming his Association leadership role. In his inaugural speech in Dallas (February, 1980), Imig outlined an agenda for the Association that included strengthening ties with other Washington-based organizations, enhancing AACTE policy development and governmental relations efforts, improving staff networks, realigning the relationship with NCATE, and increasing membership of the Association.

The center of activity designed to benefit education schools, Washington proved to be the best place for AACTE to influence policy and action. The enactment of the Higher Education Act (1965) included major provisions for educational personnel development and bore the mark of the Association. The presence of AACTE was evident in the creation of the National Institute for Education (NIE) and other educational initiatives from the late 1950s to the present.

AACTE found it operated best in the political environment of Washington by working closely with groups representing elementary and secondary schools' interests as well as those representing higher education. The Association emerged as being the virtually the only organization often representing both of these at times disparate groups; it often mediated between them.

An expanded AACTE staff spent much time participating in both short- and long-standing coalitions, alliances, and partnerships. It led many of these efforts and acquired a level of recognition that money allocations or doing things alone would have never have attained for the Association. Both Pomeroy and Imig and their respective staffs often found themselves in seemingly endless meetings developing strategy for a course of action for the Washington education community. The intensity of the involvement in national affairs has led institutional representatives to occasionally wonder about the staff of staff activities. Broad distribution of *Briefs* with continual updates on the activities of AACTE staff have recently addressed that concern.

The Association's membership peaked in 1974 with 868 member institutions; throughout the last two decades membership has hovered around 735. Affiliate members including community colleges, state agencies, research and

development centers, non-U. S. institutions added to the total number of institutional members. The core group has remained unchanged. AACTE's influence extended beyond its national membership through the 300 institutions holding membership in AACTE's state affiliates.

Stable membership with minimal increase in funding for the Association, except in times of dues increases, caused the Association to rely increasingly on external grants and government contracts to carry on various activities. Numerous grants and contracts, supplemented by a number of foundation grants, enabled the Association to do studies, lead workshops, gather data, identify best practices, and conduct related activities. Some of the grants have helped the Association to carry several projects over time such as the Research About Teacher Education (RATE) studies, thus fulfilling a desire implicit in Mauker's observation that *Its [AACTE's] weakness is inability to gear itself for sustained research and inability as yet to represent adequately all phases of teacher education* (Mauker, 1963). The change from largely invited speakers to peer-reviewed selections of presenters at the Annual Meeting has enabled the Association to address questions of research in a broader manner as many of the authors of proposed presentations have based their work in teacher education research.

Stable membership also led the Association to fund staff positions with outside funds. In the late 1960s, the Association staff grew to accommodate new membership demands; the level of staff has essentially remained the same during the ensuing 35 years.

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Publications

From its inception, AACTE has engaged in publishing ventures, either directly from the central office or in conjunction with commercial and academic publishers. The many and varied publications, monographs, and videos have served the dual purposes of informing the profession about critical matters and generating income for the Association.

Early in its history, key individuals in the Association wanted a professional journal. Peik (1948) saw the development of a journal as vital: The *development as soon as possible of a national journal of teacher education to bind us together in a body of common knowledge about events, plans, principles, innovations, experimentation and potential research* (Peik, 1948, p. 18). The Association established the *Journal of Teacher Education* in 1950. At this time, AACTE was still a department of NEA, and, according to Pomeroy, NEA wanted to have the *Journal*. AACTE eventually retained it and produced it in-house for a number of years.

The National Commission on Teacher Education and Professional Standards of the National Education Association published *JTE* during its early years. The first issue, published in March, 1950, contained nine articles including W. E. Peik's *The accreditation of colleges and teachers for the preparation of teachers and the building of a profession*, P. J. Misner's *Inservice education comes of age*, J. S. Orleans and S. Finklestein's *Practices and problems in recruiting teachers of the handicapped in large cities*, and T. M. Stinnett, H. J. Bowers, and E. B. Robert's *Interstate reciprocity in teacher education-certification*. Clearly, problems such as accreditation, certification, educating the handicapped existed and befuddled teacher educators in the 1950s. These problems remain vexing. Apparently, inservice education was a resolved problem as it had come of age. We also note that Peik, who had vigorously campaigned for the Association to have a journal, had an article in the first issue; blind peer review had not yet become a *JTE* practice. In the years that followed including through 1997, contributors have continued to address matters present in the first issues.

Although the NEA wanted to keep the *Journal*'s ownership, AACTE retained it and produced the first independent issue in 1972. Apparently it was a success. Reporting in 1973, William Young observed that the ***Journal of Teacher Education*** *has completed its first full year as an AACTE publication. Its issues have focused on such important topics as early childhood education, performance-based teacher education, and multicultural education. The* ***Journal*** *has contributed significantly to the field and its circulation has increased appreciably* (p. 32).

The *Journal of Teacher Education* was initially an in-house publication. The combination of costs and staff time commitment resulted in the Association decision to place the editorship on a university campus. The Association developed a process whereby member institutions could present a proposal to host the *Journal* on its campus including provision for a campus-based editor. Martin Haberman (University of Wisconsin-Milwaukee) was the first external editor followed by Thomas Lasley (University of Dayton); and Patricia Teague Ashton (University of Florida). The current coeditors are Edward Ducharme and Mary Ducharme (Drake University). In 1995, AACTE and Corwin Press began jointly publishing the *JTE*.

Since 1979, AACTE has published *Briefs*, an in-house newsletter that highlights issues of importance to teacher educators. Written and edited at One Dupont Circle, *Briefs* provides readers with both news items and, increasingly in the last several years, reflective and analytic pieces on policy and practice issues.

Starting in 1949, the Association has continually engaged in the publication or co-publication of book-length works. The following list includes examples of the extensive nature of AACTE publishing:

1948. J. G. Flowers (ed.). *School and Community Laboratory Experiences in Teacher Education.*
1956. D. P. Cottrell (ed.). *Teacher Education for a Free People.*
1959. A. L. Sebaly (ed.). *Teacher Education and Religion.*
1963. H. K. Barker (ed.). *Handbook of International Education Programs.*
1966. R. W. Oliver (ed.). *Teacher Productivity.*
1967. J. F. Verduin, Jr. (ed.). *Conceptual Models in Teacher Education.*
1969. B. O. Smith. *Teachers for the Real World.*

1969. E. D. Hemsing (compiler). *A Decade of Thought on Teacher Education: The Charles W. Hunt Lectures.*

The *Annual Yearbooks* (through 1964 sent to three institutional representatives).

1989. M. R. Reynolds. (ed.). The *Knowledge Base for Beginning Teachers.*

1992. John Goodlad. Series on what groups such as business leaders, higher education leaders, school leaders, and state leaders can do to help teacher education (with the Center for Educational Renewal at the University of Washington and the Education Commission of the States).

1994. M. E. Dilworth. *Diversity in Teacher Education.*

1996. F. B. Murray. (ed.). (1996). *The Teacher Educator's Handbook.*

1997. V. Richardson. (ed.) *Constructivist Teacher Education: Building a World of New Understandings.*

The Charles W. Hunt Lectures and their subsequent publication merit additional commentary. Begun in 1960, the Hunt Lecture is a centerpiece of the Annual Meeting. The Charles W. Hunt Lecture, to be given for a period of 10 years at the Annual Meeting of The American Association of Colleges for Teacher Education, commencing in 1960, was established by action of the Executive Committee of the Association. Over the years, many distinguished educators have given the Hunt Lecture. One notes that although the series was *to be given for a period of 10 years* starting in 1960, the 1998 Hunt Lecture will be the **38th** in the series. Clearly, the Association and its members have found importance and meaning in the series and continued it long after its planned expiration date.

In 1976, the Association published Howsam, Corrigan, Denemark, and Nash's landmark *Educating a Profession.* Nearly 2 years in the planning, *Educating a Profession* was intended to provide ideas, recommendations, and strategies *for the purpose of stimulating debate and discussion . . . from such debate will evolve statements of consensus that can be carried into other forums and arenas* (Dunworth, 1976), p. x). Dunworth was AACTE president-elect and president during the period of development of the book. Twenty years later, in response to our questionnaire, Dunworth (1996) wrote: ***Educating a***

Profession *was a seminal achievement and continues to challenge us to this day. As stated in the Foreword, the call was 'not only for the transformation and change in the governance of teacher education but also in the preparation and renewal of America's teachers.'* Howsam et al. included 24 of what they termed *assertions*, things that they believed that teacher education must do to prosper in the decades ahead and to bring teaching to the level of a profession. These assertions were largely the results of thought, experience, and discussion among the authors. Although few were empirically based, all the assertions had the ring of powerful experience and tradition. In their second assertion, they wrote, *Teacher education is the preparation and research arm of the teaching profession.* The profession is still struggling to fully act upon this assertion.

Large organizations such as AACTE composed of members from divergent groups rarely can come to total agreement on major issues. Many lauded the publication of *Educating a Profession*, but this does not mean that everyone went ahead and promoted it. Speaking generally of organizational ability to carry out broad purposes and of the book in particular, former president Hermanowicz noted, *Will the Association ever endorse anything and carry through on it? For example, we asked George Denemark, Bob Howsam, and Dean Corrigan to write that report; it was a very good report, and yet the organization wouldn't endorse it. It's almost like you're writing a little report to give to the membership that's not willing to support the recommendations. I thought it was a landmark report to make sense out of the teaching profession. It's like asking Jefferson to write the Declaration of Independence but we're really not going to endorse it. We'll distribute it; we'll become a distributor. That kind of stuff drove me out of my mind* (Interview 2/26/97).

Yet *Educating a Profession* was the major focal point of the 1976 Annual Meeting with a large number of sessions devoted to its analysis and implications and the volume became influential in the profession. Reviewing back issues of professional journals including *Journal of Teacher Education* reveals that authors widely cited and quoted it for many years.

The Association supported the development of two major works in teacher education: Reynolds' (1989) edited *Knowledge Base for the Beginning Teacher* and Murray's (1996) edited The *Teacher Educators' Handbook*. Both volumes included chapters by distinguished figures in teacher education and related fields. Both have become important to scholars and researchers and have further enhanced the reputation of the Association.

Review of one aspect of the two volumes indicates the somewhat ephemeral nature of writing about teacher education. Neither *Knowledge Base for the Beginning Teacher* nor *The Teacher Educators' Handbook* contain a single reference to *Educating a Profession*. *The Teacher Educators' Handbook* contains but three references to *Knowledge Base for the Beginning Teacher*. It is ironic that in this history of the Association, we should point out how sometimes teacher education is extraordinarily ahistorical.

In addition to books, AACTE actively published pamphlets and monographs on topics critical to teacher education. Representative titles include *General Education in Teachers Colleges* by Lovinger (1948); *Qualities of Experience for Prospective Teachers* (1957) by Wynne; *Teacher Education and the Religion Project 1953-1958 Final Report* (1958) n. a.; *The Doctorate in Education: An Inquiry into the Conditions Affecting the Doctorate in Education*, n. a., *Teacher Education Policy in the States* (several years), *Preparing Teachers to Teach Global Perspectives* (1996), and *Critical Knowledge for Diverse Teachers and Learners* (1997).

Recurring Themes

Themes have been important parts of AACTE's work and Annual Meetings for many years. The 1950 Yearbook of the Association was the first to announce the theme on its cover: *Looking Ahead in American Teacher Education*. It was followed in 1951 by *Our Challenge and Opportunity* and in 1953 by *The Challenge*. The word *challenge* appeared in four more Annual Meeting themes in the years following. Apparently, the Association leaders throughout the years have been fond of challenges. Other themes included *Recent Research and Developments: Their Implications for Teacher Education* (1960); *Unity in Diversity* (1961); *Foundations for Excellence* (1962); *Leadership Development* (1980); *Excellence in Education* (1981); *Creating Conditions for Professional Practice in Schools of Education, Diverse Settings, Schools* (1982); *The Professional Imperative: Educational Excellence for All* (1987); and *Collaboration: Building Common Educational Agendas* (1989).

The process of the president-elect selecting a theme for the presidential year generated enthusiasm and excitement from the president and the planning committee for the upcoming Annual Meeting. On the negative side, it occasionally meant that the Association, primed for a theme during a

> *The call for reform and transformation has been shaping our state and national agendas for more years than it is comfortable to recount. It is time for hard talk and tough decisions if we are to successfully meet the tremendous challenge we face. The continuing focus on collaboration, partnerships, responsive research, professionalization of teaching, aligning research to practice, needs of diverse learners, higher standards, community involvement, assessment, increased quality, accreditation, and accountability has created a critical need for impactful* **Leadership**.
>
> Barbara Burch
> 1997 Annual Meeting Program, p. 1

given year, immediately had to shift gears to develop and support the next theme of the next president.

> *We do not realize that there are many problems that we cannot solve. I think that the profession is very slow to move on things. You have to realize that you are not going to solve the problem. I do not see how we can advance the profession without having professional standards reflecting some behaviors.*
>
> David Smith, Interview, 2/27/96

For some, recurring themes may present the picture of an organization that never finishes anything, that must continually return to old business. Former presidents spoke of having a sense of redundancy. *We had many of the same external issues as today, but probably not as intense as today* (Egbert, Interview, 2/27/97). Pomeroy believed that things may look the same, but the ways in which the Association presented and dealt them differ. *So when you look at the titles, it looks repetitive, but I don't think it's fair to say that it is the same as it was* (Pomeroy, Interview, 2/27/97). Former presidents at their 1997 luncheon roundtable were nearly unanimous in the view that issues tended to recur and recur; they were divided as to whether or not the Association dealt effectively with them the second and third time around. Over time, the Association addressed the problem of themes recurring periodically in two ways: first, by the adoption of an AACTE long range and strategic plan which focused attention on a range of critical issues, and, second, the shift in governance of the Association to have a 5-year appointed president, effective in 1999, with a single, overarching theme over the 5 years.

Archival material reveals that the Association has pondered the recurring nature of problems over the years and that its spokespersons have been aware of the vast issues and problems in the greater society. McMurrin (1962) noted that *. . . we are confronted by large domestic problems, the causes of which relate to major social processes such as the dramatic forward thrust of our technology, increasing industrialization, dislocations in our economy, our awkward pattern of urbanization, and our racial strains and tensions; and we are confronted by the fact that these and other problems must make increasingly large demands upon our*

educational establishment (p. 29). Burns (1969) noted, *We are now educating students whose lives will be lived as much in the next century as in this one, but our schools and colleges, for the overwhelming part, are still based on structures, functions, and curriculums more apropos of the last century than the next . . . We all know, too, that our schools and colleges are not yet doing anything on a large enough scale to make even a dent in the problems of the disadvantaged minorities* (Burns, 1969, p. 84). As these individuals noted, the societal problems with which teachers must deal and the preparation teacher education should provide are vast. Hence, the presence of recurring, but not redundant, themes in the Association's history.

In the following sections, we present some of the key themes with which the Association has been concerned over the past five decades. What emerges is, indeed, a sense of redundancy; but, we believe that, as the quotations and examples from the decade show, the Association and its members have continued to engage areas of concern with no easy solutions.

Accreditation

Accreditation and related issues have dominated the history of the Association. In his charge to the newly formed organization in 1948, Hunt cited accreditation as a central concern: *The work of the Accrediting Committee should be carried on and strengthened. It is in this committee that the implementation of the studies and standards takes place, at least in good part. We have now attained sufficient prestige to look forward with confidence to being able to maintain our minimum standards* (p. 141). The Association has maintained a Commission on Accreditation since that time.

In 1950, the Association produced the first of what were over the upcoming years to be several revised versions of standards for accreditation: *Revised Standards and Policies for Accrediting Colleges for Teacher Education*. Actually, the Association and its predecessors had been producing accrediting materials for three decades; the materials were in a forever evolving state. Anspach (1950) noted that *Until such time as AACTE can completely revise its standards, which have been developed during the past twenty years, it will follow the practice of applying only those of its standards or parts of standards which are*

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directly related to the education of teachers and other educational workers and which are not covered by the standards of the regional accrediting association (p. 110).

In 1954, after several years of wrestling with accreditation problems within the Association, while at the same time trying to be a professional association home for institutions of widely varying size and quality, the Association gave up accrediting, and the National Council for the Accreditation of Teacher Education (NCATE) was created. Beyond the rigors of having several identities at once, there were reasons for AACTE to give up accreditation. Former Executive Director Pomeroy observed, *We gave up accreditation so that we could be a better professional organization for those institutions not accredited. Previously, to be a member of AACTE, an institution had to be accredited by AACTE. The big issue in 1951-53 was the move to transfer accrediting responsibilities to a new group. Once NCATE was formed, it took the AACTE list of accredited institutions as the first list of accredited institutions. To make it more credible, each institution on the list was visited by a team that spent 3 or 4 days and looked at the institutions with the standards in mind. It was a big effort; our office set up the teams As I recall, it took about three years. There were about 280 institutions. It was a great learning experience for all the visitors; they could visit other places and see how they were doing things. They wrote reports that were shared with the institutions* (Pomeroy, Interview, 2/27/97). Following these first years, NCATE began and continued its own processes for accreditation; it, too, underwent several revisions of its processes.

While separate from NCATE other than through fiscal and governance arrangements, AACTE continued its concern with accreditation issues and continued to work with and provide both financial and intellectual support to NCATE. Its representatives to NCATE carried a great deal of the work of that organization.

Matters of accreditation were always important to AACTE presidents. In our 1996 survey of former presidents, all 16 respondents, when asked to name the *three major issues during their year of presidency*, included either accreditation or NCATE as one of the three. The next highest item in the past presidents' lists of three is AACTE itself—structure, governance, power, funding, representative—mentioned eight times. The only other item respondents named more than four

times is international education. No other item received more than four mentions.

From its formation in 1954, the National Council for the Accreditation of Teacher Education (NCATE) has dominated the accreditation and certification discussions, proposals, and issues of AACTE. Prior to that, the issue of accreditation had always been present in every Annual Meeting of AATC and AACTE. *Whenever you want to get a big crowd at the Annual Meeting, put the word accreditation in the topic and you got it. It is something everybody is interested in* (Pomeroy, Interview, 2/27/97). This pattern has continued; among the sessions drawing the largest crowds at the Annual Meetings in the 1980s and 1990s were those concerned with various phases of NCATE institutional accreditation: preparing the report, developing a coherent program, training of members of the NCATE Board of Examiners, meeting specific standards, and so forth.

> *My concern is with the more than 200 institutions in AACTE but not in NCATE. In this group, there are prestigious institutions, strong liberal arts colleges, denominational institutions, and major state institutions. There is no question most can be accredited. Naturally, we are worried that requiring national accreditation might drive some institutions out of AACTE. This is not a desirable outcome, but we need to take that risk. It is time for all strong institutions to join together under both the AACTE and NCATE banners. If the need to unite is not clear to us after the events of the past decade, there is little reason to be optimistic about the future. The proposal leads to professional solidarity; it challenges elitism and confronts the avoidance of a commitment to professional solidarity. My definition of strong institutions, by the way, is not based on the pecking-order or high-status designations common to the academy. Status and quality are not as closely linked as our conventional wisdom would suggest.*
>
> Richard Wisniewski
> *Journal of Teacher Education* (1994, p. 328)

Asked in 1960 to comment on new horizons in teacher education and professional standards, Margaret Lindsey included several of the perennial concerns: *Should only NCATE accredited programs be available to those who wish to prepare individuals for teaching? By what procedures can we be assured that programs approved this year are maintaining standards five years hence? What relationships should exist between this professional accrediting process and state approval of programs of teacher education; between the process and the granting of licenses to teachers* (Lindsey, 1960, pp. 219-220)?

The matter has rarely been noncontroversial. From the 1996 vote that institutions need not be accredited to be AACTE members back through the decades, sides have formed and positions hardened. Stinnett noted how controversy paradoxically might quiet some of the turmoil. *The current controversy over NCATE will, in the long look, prove to be healthy. In the first place it should set at rest the vehement charge prevalent a year ago that NCATE is committed to discriminate against small, private institutions. In the second place, the need for some reforms, refinements, and emphases are indicated with a new and critical look at current standards and procedures* (Stinnett, 1963, p. 44). Some of the matters to which Stinnett referred have been set at rest, but controversy continues.

In interviews, former presidents returned time and again to NCATE as a prime issue in their year of the presidency.

- *And of course we were always working, trying to improve NCATE. We also worked very hard to try to create a stable relationship with NEA. NCATE has become far more independent; back at the time NCATE relied on AACTE for a lot of support. In 1985, we changed that by having the governance structure represent the practicing professionals in the field, state departments, AACTE, and specialized organizations. Although I opposed it at the time, I now see the logic of specialized groups. I felt we were giving too much control to highly specialized staffs. I worried about it at the time, but I don't think it has been as bad as I thought. I think NCATE has established itself as a very strong organization. As I think it should have; NCATE was established as a voluntary organization. The pressure is on again this year, but I think we may be 20 or 30 years away from mandatory accreditation. Too many of*

AACTE members are not NCATE accredited, nor do they want to be, nor will they ever be (Sandefur, Interview, 2/26/97).

- *And NCATE was a big issue. There'd been a study of NCATE. Should we abolish NCATE? People were ready to abolish NCATE; but we didn't know what we were going to have; it was just get rid of NCATE. There was an expression at that time of the "rubber ruler." They would assess different institutions, and there wasn't a lot of confidence that there was consistency in the evaluations form one to the other. The teams were large; the pool of people for teams was large. There was virtually no preparation or training to be on a team. There was concern about the cost of NCATE* (Smith, Interview, 2/27/97).
- *The Land Grant deans got pretty upset about NCATE; they even talked about setting up a separate organization. The NCATE Redesign coincided with my year of presidency. I'd been active in some of the work committees. I was assigned to one of the writing groups. It seemed we had reached accord. We allowed ourselves to become optimistic that it was going to be a redesign that wouldn't present any problems. It took several years to implement. Most people thought we'd made some good adjustments such as the way visitors are selected and trained. But there are still complaints, still some tension between NCATE and AACTE. I think until we have some sort of national accreditation we'll continue to come up short compared with other professions* (Saunders, Interview 2/97).
- *The small, private liberal arts colleges always felt that they were underrepresented, that NCATE was an imposition they didn't want to accept, that accreditation was voluntary. And they felt that NCATE was moving in the direction to eliminate them from the enterprise of teacher education* (Hermanowicz, Interview 2/26//97).
- *Of course, there was the NCATE problem. In fact, I started to think about it this morning and I got a headache. NCATE is always a problem. We have to fight our own membership all the time. NCATE had been revised again, and that was a very difficult thing to get through. Lots of conversations with people about why they have to get involved, very contentious. The dialogue over NCATE has been very much the same over the years* (Gardner, Interview, 2/27/97).

The issue is an old one. In 1952, Buley, a member of a state department of education, speaking at the Annual Meeting, noted: *The transition from our present situation to one*

availing itself of a maximum of the benefit to be gained through the co-operation and the utilization of the accrediting services of the National Council and regional association, may take several forms. First, the state department and NCATE may work co-operatively in the visitation and accreditation of an institution. Second, the state department may use the standards and procedures of the NCATE for accrediting teacher-education institutions. Third, the state department may adopt the policy of approving automatically those institutions accredited by the NCATE (Buley, 1952, p. 86). Buley, like Anspech (1950) and Lindsey (1960) was anticipating future emphases in NCATE policies and goals. Yet the very diverse nature of the institutions which make up the AACTE membership continues to preclude requiring NCATE accreditation and AACTE membership. Speaking of the early days of AACTE and its member institutions, former Executive Director Pomeroy noted, *[One] question [was] how liberal arts colleges and Catholic colleges could participate. Because with a few exceptions, AACTE member institutions had been state supported. So some institutions were eager to participate in an organization that didn't necessarily imply any issues of quality or judgment about them. It [joining] became a thing to do. It gave an institution some visibility; it didn't cost much* (Pomeroy, Interview, 2/27/97). Former president Hermanowicz (1977-78) observed that small colleges had uneasy feelings about the process: *The small,*

> As an organization, AACTE may be viewed as a forum for all those engaged in the education of teachers. It networks members, exchanges information, offers visibility to exemplary endeavors, creates community among like-minded professional, strives for harmony between political and professional interests, and offers training and development to those who seek it. On this conception of the organization, denying membership to those who are unable to meet NCATE standards has the consequence of denying these unaccredited institutions the very resources that might help them attain quality and reputation.
>
> Gary D Fenstermacher, *Journal of Teacher Education*, 1994, p. 333.

private liberal arts colleges always felt that they were underrepresented, that NCATE was an imposition they didn't want to accept, that accreditation was voluntary. And they felt that NCATE was moving in the direction to eliminate them from the enterprise of teacher education (Interview 2/27/97).

The problems have been many, but AACTE has remained firm to the concept of excellence in programs. It has supported accreditation, but not to the extent that many individuals would prefer. The root of the dilemmas of accreditation clearly lies in the very origins of the Association with its hybrid membership of large and small, public and private, secular and religious. Howsam et al. (1976) pointed out the dilemma of a voluntary organization such as AACTE vis à vis matters such as accreditation: *Institutions legitimately involved in teacher education can be members of AACTE by paying the annual fees based on the enrollments and diversity of programs of the individual institutions. . . . the member institutions include marginally qualified institutions along with the best qualified. This dulls the capacity for taking strong positions on the qualifications necessary to be involved in teacher education, since almost any proposed quality control criteria will offend some institution(s)* (pp. 72-73). The Association continues in 1998 to struggle with the difficulties inherent in its very makeup of institutions of such a variety of size, type, and quality.

> During the year I struggled to get AACTE to link membership to NCATE accreditation, it was not clear until the final vote how large a chasm exists between those supporting and those opposed to national accreditation. The depth of feelings about the issue had never been as forcefully revealed. That we continue to debate the NCATE issue reveals the fundamental weakness of the teacher education enterprise. We are the only professional group that takes public pride in attacking a hallmark of every other profession, national accreditation. We preach high standards for everyone but ourselves.
>
> Richard Wisniewski
> Personal communication (e-mail), 12/16/97

The years 1994-1995 marked a critical point in terms of AACTE and NCATE issues. Richard Wisniewski, AACTE president 1994-95, argued that AACTE member institutions must acquire NCATE accreditation to remain in AACTE; this argument became the *leitmotif* of his administration. A motion to that effect was roundly defeated at the 1996 Annual Meeting. However, because accreditation issues have been part and parcel of AACTE's history from the beginning, it is unlikely that the issue will disappear. Future chairs of the board of directors of AACTE can plan on the issue being part of their lives.

The issue cuts to the very quick of AACTE history and traditions. The Association has steadfastly stood for high standards while at the same time its membership has consistently avoided endorsing mandatory accreditation for its member institutions. Gardner's headache will continue to provide pain in the future.

In 1998, after 50 years of efforts in accreditation, the issues have intensified. One need look only at the program for the 1998 Annual Meeting and note the meeting of the Teacher Education Accreditation Council (TEAC) and debates between representatives of NCATE and advocates of TEAC—a new accreditation association—to see that the struggle continues. Matters such as specialized accreditation, regional accreditation, proliferation of accreditation agencies, appropriate foci of accreditation, a more powerful and independent NCATE promise continued activity in this critical area of teacher education.

Internationalism

From its inception, the Association has been concerned with teacher education issues from an international perspective. The Association currently sponsors a committee on global and international teacher education. Many of the speeches and papers from the early years stress the need to spread democracy through education at least as much as the desire to learn about teacher education internationally.

The founding of AACTE in 1948 occurred only 3 years after the end of World War II. The nation had emerged triumphant after a long, painful war. As the least affected by the bombings and ravages of the long war, the United States

occupied a unique position in the world: its wealth and its structure were intact. Many teacher educators felt a responsibility to help the nations which had been so destroyed build and rebuild their educational structures.

The first yearbook of the Association (1948) focuses on two main themes: international education and standards for teacher education programs. Three years after the end of World War II, the Association was much concerned with educating for peace. *The ultimate purpose of the curriculum of the teachers college, in fact of the whole educational program of the school, should be enlightened intelligence, including as of paramount importance, the understanding of the great principles of American democracy and life, understanding of the contributions which other nations have made to our culture and to our ways of life, understanding of the ways democracy is seeking to insure peace in the world through the United Nations Organization and UNESCO, and the understanding and skill necessary to teach democracy to boys and girls and young people* (Diemer, 1948, p. 8).

Diemer was not alone in urging that schools teach the young about democracy and the broader world beyond the United States. *Because of our power, and prosperity, too, the mantle of leadership is thrust upon America to lead the nations of the world in the cause of understanding among men, in the preservation and development of individual rights, in social responsibility for human welfare, and in the attainment of high standards of living* (Peik, 1948, p. 15).

The college that is concerned with education for international understanding ought to be doing some of these things:

Analyzing its program of general education to be certain that the understandings and attitudes which are the marks of a world-minded American are conscious and basic objectives.

Realization that civilization may be imperiled by another war.

A compelling desire for a world at peace in which liberty and justice are assured for all.

Knowledge that nothing in human nature makes war inevitable.

Belief that education can become a powerful force for achieving international understanding and world peace.

An understanding of how people in other lands live and a recognition that there is a common humanity which underlies all differences in culture.

Recognition that unlimited national sovereignty is a threat to world peace and that nations must cooperate to achieve peace and human progress.

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Knowledge that modern technology can be used to solve the problem of economic security and that international cooperation can increase the well-being of all men.

Development of a deep concern for the well-being of humanity.

A continuing interest in world affairs and a willingness to study and analyze international problems with all the skill and judgment the student can command.

Constructive action to bring about a world at peace in which liberty and justice dare assured for all (Jones, 1950, pp. 95-97).

The 1955 revised AACTE Constitution states the importance of understanding the world beyond the United States: *To exchange reports, experiences, and ideas with educators of teachers in other countries as a means of improving teacher education and of strengthening international understanding and cooperation.* The Association has undertaken a number of efforts to promote such understanding and cooperation including in recent years, sponsoring a Distinguished Fulbright Fellow and supporting several publications bringing global perspectives to the classroom. The September-October 1985 *Journal of Teacher Education* featured "Cross-Cultural Perspectives on Teacher Education." Included were articles on teacher education in the Netherlands, China, Japan, and Malaysia. The first AACTE Yearbook included pieces on teacher education in Europe and Latin America; the relationship of the Association to teacher education in other lands; and a UNESCO seminar. The important difference is in the locales featured: much of the 1985 issue focused on Asian countries, a dramatic shift from the Western Europe focus of the first Yearbook. This trend, as with many other matters, indicates how AACTE has changed in certain areas to reflect the times.

John Fischer, in his 1963 remarks at the Annual Meeting, spoke of the need to address the rapidly changing world in which national isolation was then deemed unlikely: *A fourth major current of change by which we must expect our life as a nation and, therefore, our schools to be influenced, is the growing closeness of relations among the nations and peoples of the world. Regardless of any wishes to the contrary, America is no longer isolated and the probability that she shall be ever again is negligible. Our schools have no responsible choice except to take into account in their teaching the fact that our people must know a great deal about the whole world* (Fischer, 1963, p. 129).

In 1998, although technology may help them, teachers and teacher educators may find accomplishing bringing a global perspective to the classroom more difficult. Not only has the world grown more complex, but the attitudes of Americans toward such issues and matters as internationalism, the United Nations, peace, and a host of others have become enormously varied. The last few years have seen steady declines in America in positive interest in the United Nations, in global issues beyond the economy, in international fellowship. For some Americans, the notion that unlimited national sovereignty is a threat to world peace is indeed foreign; it may even be so for some teachers and teacher educators. Growing disbelief exists in the concept that *nothing in human nature makes war inevitable* and that *there is a common humanity which underlies all differences in culture* (Jones, 1954, 9. 95).

Quality of Teacher Education Students

From its inception, AACTE has been concerned with the quality of candidates entering teaching. The first yearbook contained concerns for recruiting high quality candidates to teaching, an early harbinger of the 1990s fixation on the mantra of the *best and the brightest* for teaching. Peik (1948) wrote: *I am inclined to believe that we MUST select progressively from the upper one-half, one-third, even from the highest one-fourth of high school senior scholarship for all our personnel* (p. 19). Thirty-eight years later, the Holmes Group articulated a similar concern: *Students who rank in the lowest quartile of the college population nationally are denied admission into teacher education programs for career professionals* (Holmes Group, 1986, p. 92).

The Association has long had the custom of inviting teacher education's critics to speak at the Annual Meeting. Speaking at the 1963 Annual Meeting, Paul Woodring, then education writer for the *Saturday Review of Literature*, had little patience for the graduates of teacher education programs who were not quality teachers: *As a first step toward eliminating the obviously unfit we should make sure that each candidate for the profession has a firm background in elementary education–that he reads and writes at least as well, and has as much knowledge of science, mathematics, history, geography and literature as a bright eighth grader . . . I would suggest that we give each candidate for*

> *When I started in teacher education back in 1958, we were being criticized. We had Admiral Rickover; we had a number of other people who were criticizing teacher education, that it wasn't worth the money being put into it. In my 40 years, those criticisms haven't changed. Barbara [Burch] said in her address that it was worse now; I don't see it as any worse. I see it as being a constant criticism. It may be more dangerous now because there are more people who can do something about it: legislative bodies. We can be legislated out of business. We can have state departments suggest that training be done at a different place by different people, professional development schools. Teacher education could be bypassed.*
>
> J. T. Sandefur, Interview, 2/27/97

teaching an eighth grade achievement test and eliminate all those who know less than the students they will teach. I am sure we will find some in this category (Woodring, 1963, p. 28).

A year later, the Association invited Harry Broudy, a distinguished critic of education, to speak, and he proceeded to enumerate what he perceived as the difficulties with teacher education: *Is it any wonder that despite a century of experience and study, despite its potentiality for professional quality and status, teacher education is still so vulnerable to attack? Is it any wonder that bright students are repelled by clichés and the endless elaborations of the obvious? How many times and in how many courses must he hear the same verities about the child, the community, and individual differences? Not even the eternal verities can stand interminable reiteration* (Broudy, 1964, p. 88). Thus Broudy linked the matter of attracting the best of students to teacher education programs with the poor quality of the teacher education programs which served to discourage students from applying.

The Association responded to reports critical of teachers, prospective teachers, and the entire profession. In 1964, Nathaniel Gage (1964) addressed the Annual Meeting on James Conant's 1963 negatively critical *The Education of American Teachers*. In his remarks he drew comparisons between it and the famous Flexner Report which both revolu-

tionized medical education and later became a talisman for reform for some in teacher education. *It seems unlikely that the Conant report will have as sharp an effect [as the Flexner report]. And why not? For one thing, teacher education is probably not as sick today, even in the opinion of its most scathing critics, as medical education was in 1910.*

But an additional reason appeals to me. Even in 1910, the content of medical education had a strong scientific base... the Flexner and Conant reports differ markedly in the extent to which the professions they deal with rest on scientific knowledge. The weaknesses that Conant finds are not so glaring, because the light of scientific knowledge is less strong (Gage, 1964, pp. 95-96).

The Association has historically been concerned with the quality of students entering teaching. It has also been long concerned with who enters teaching, their racial and ethnic backgrounds.

> *This was in the mid-eighties with all the reports, the rising tide of mediocrity and all that. Of course, some called it a time of a rising tide of mediocre reports. A lot of pressure coming from outside forces. We had the governors' conferences beginning to express disappointments about teacher education, so that was one of the things that was happening.*
>
> Robert Saunders, Interview, 2/27/96

Diversity and Multiculturalism

The Association has long been concerned with issues of diversity and multiculturalism. Founded six years before the 1954 Supreme Court Decision in the case of *Brown vs. the Topeka Board of Education*, AACTE has been continually involved in these issues. AACTE has over the years passed nine resolutions related to diversity and multiculturalism. Asked in interview about AACTE's role in the desegregation era, former president Lovinger (1962-63), looking back to his earlier years with the Association noted, *We were ahead of the game on that one because we had quite a few almost exclusively Negro colleges that we had already approved and they were in AATC.* The Association was one of the few national organizations to include what came to be known as the Historically

> Diversity is a very broad issue in AACTE; it's diversity of institutions, of traditionally underrepresented people, of perspective and issues. Dealing with our diversity can be problematic; if we're not careful, solutions can become a "bean-counting" exercise—that is, counting numbers of "types" represented can replace more substantive and meaningful recognition of diverse perspectives. As an association, we want to attend to needs of different groups, particularly some who can be overlooked because they have traditionally not been active or have not been in leadership roles for very long. At the same time, we can over-compensate for representational concerns and not look at the needs of the organization or the profession as a whole. I think that we'll always experience tension around these kinds of questions. We want to build capacities of some groups and we want to work toward the common good; we want to be seen as individuals and as members of groups with common characteristics. Above all, we need to come together for common purposes to build a common future.
>
> Mary E. Diez
> Interview, 1/09/98

Black Institutions in its membership. William Hunter was the first minority president (1973-74) of the Association. The theme of the 1962 Annual Meeting was *Unity in Diversity*.

AACTE publications have, over the years, reflected its concern. The May-June 1977 issue of the *Journal of Teacher Education* had multiculturalism education as its theme; two back-to-back issues in 1995 had similar emphasis. AACTE Senior Director Dilworth has published a monograph (1990) and edited a text on the subject (1992).

AACTE has also led a number of other projects to foster diversity in teacher education. In recent years, the National Basketball Association, in cooperation with AACTE, sponsored a scholarship program for prospective teachers of color.

Extended Programs

How much time is requisite for effective teacher preparation remains an unanswered question from an empirical perspective. The quantity of time relative to preparation is but one of many issues on which consensus is difficult, if not impossible. Gilmar (1963) noted, *I do not mean to suggest we are on the edge of consensus as to what constitutes proper preparation for teachers in the schools. In view of deep differing presuppositions concerning the nature and purpose of the educative process, such a suggestion would be too sanguine. Even if it were a realistic possibility, I am not sure we should welcome it. For the creative conflict of ideas, in Hegelian terms, leads us forward to broader syntheses and deeper understanding* (p. 53).

But from an advocacy perspective, the question of adequate time for effective preparation has received a consistent answer of *more time than we have is necessary*. For many years, the Association has, either through its collective voice or through the voices of individuals, spoken of the need for and potential value of a fifth-year or extended program in teacher education. In 1948, the Committee on Standards and Surveys reported, *The internship as part of a fifth year of professional study, is recognized as providing certain experiences that have unique values for the preparation of teachers. Chief among the values to be kept in mind by colleges having an opportunity to develop an internship program are: (a) to provide continuity between preservice and inservice education, (b) to provide gradual induction as member of a school staff with part-supervision by those who know the beginning teacher, (c) to guarantee more effective placement for work, (d) to afford the college opportunity to study the effectiveness of its work and make needed curricular modifications* (Report of the Committee on Standards and Surveys, p. 93). Also in 1948, Peik commented, *I have already stressed the fact that our profession requires complete college preparation. At least four years are required. This minimum standard must be attained soon. The professional standard should be five years with some specialized jobs now calling for six or seven years... I wish in this country we could call all certificates with less than four years preparation 'limited credentials' all four-year certificates, 'standard credentials'; and use the term 'professional credentials' for preparations of five, six and seven years, with appropriate designations for field and level* (Peik, 1948, p. 23). Thus, even while some

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preparation programs were fewer than four years, individuals were already arguing for more than four.

Lindsey (1960) argued that all programs should be 5 years: *A five-year unified pre-service program is a desirable goal for the basic design of teacher preparation for both elementary and secondary school teachers* (p. 227). In 1963, Stinnett noted: *The fifth year will be devoted to broadening the theoretical foundation and specialization, with a sixth year of full-time, full-paid internship, as an integral part of the teacher education program* (Stinnett, 1963, p. 38).

In 1976, the Bicentennial Commission on Education for the Profession of Teaching recommended: *That teacher preparation for initial service be conducted in a five-year sequence, combining both bachelor's and master's programs. This plan will provide the 'life space' urgently needed for adequate preparation* (Howsam, Corrigan, Denemark, & Nash, 1976, p. 99). Four years later, Howsam was still talking about 5 years of preparation as he wrote of teacher education's future: *Teachers will have extended preparation programs requiring a minimum of five years of study and a year or more of internship or beginning teacher experience* (Howsam, 1982, p. 2).

Locus of Teacher Education

Just as the Association membership has wrestled with the matter of how long the preparation program should be, so has it debated where it should occur. Early in teacher education history, when many higher education institutions had

> It is clear that we cannot simply change schools to fit what we do in teacher education, nor can we just change teacher education to fit what is now done in schools. Both require fundamental change to deal with the powerful forces that are transforming our world and the demands for greater knowledge, intellectual skills, and capacity that contribute not only to the economy but to the nature of our democratic society.
>
> Barbara Burch
> *Journal of Teacher Education* (1996, p. 5)

> *Substantively, we must build our understanding of the knowledge bases for teaching, creating a more deliberate focus on what is required to work more effectively with children and other learners. AACTE member institutions must join in the effort to build a national consensus about what teachers must know and be able to do, as well as what schools and other learning environments must provide to meet the needs of all learners. This standards-setting work can help us focus on outcome standards such as the level of expected performance for teachers and delivery standards such as the conditions and resources necessary for teachers to work effectively.*
>
> Mary E. Diez
> *Journal of Teacher Education* (1993, p. 4)

laboratory schools, the entire preparation program could occur on campus. Soon, however, student teaching and early experiences occurred largely in public elementary and secondary schools. This seemed a logical solution to a problem.

The debate or discussion of what is the university province and what is the public school province in teacher education continues. The third assertion of Howsam and his colleagues in *Educating a Profession* (1976) states, *Teacher education is the primary responsibility of (a) the teaching profession and (B) the college or university. Its governance structure should reflect this* (p. 41). This assertion contains the conundrum that continues to both frustrate and ennoble the field. As the years

> *The state legislatures thinking of giving the money directly to the schools. I think we are going to see schools much more involved in the preparation of their own teachers. I think we will see more of that. The increase in state regulations; Somewhere it has to stop; we cannot deliver on all the things the states want us to do. I find it incredible that some would rely on simple knowledge of the disciplines to make a good teacher. We find it disproved all the time.*
>
> David Smith, Interview, 2/27/96

have passed, the relative importance of the campus faculty programs vs. practicing teachers' role in professional matters has shifted with individuals external to campus programs having increasing involvement and authority in accreditation and certification matters.

In recent years, the profession has witnessed the development of what most term the Professional Development School (PDS), a structure in which much teacher education occurs. In many PDSs, university faculty are in residence in the school and school faculty may teach or co-teach the methods courses. AACTE has supported this concept through Annual Meeting sessions, publications, and related materials. Former president Corrigan (1981-82) sounds a caution about this process: *What scares me today is that I can't see people saying good things about teacher education. We've put so much emphasis on the Professional Development School idea that we have taken away the university's reason for supporting professional colleges of education. You will remember our debates on* ***Educating a Profession****, when we chose to use the term school-focused and campus-based teacher education, rather than school-based* (Personal correspondence, 11/26/96). Thus the debate about locus of teacher education will probably continue throughout the years.

Technology

Jones (1950) articulated what was to become a central concern for many: *Knowledge that modern technology can be used to solve the problem of economic security and that international cooperation can increase the well-being of all men* (p. 97). Seventeen years later, Donovan (1967) returned to the theme: *The most dramatic innovations in education during the closing decades of this millennium will be technological. The revolution in information processing though computer technology will profoundly affect our schools, and we must decide what the role of teacher education will be in this innovative era* (p. 20).

Donovan anticipated much of technological near-frenzy of the last decade of the century. By 1989, interest had reached such a level that the theme of the July-August issue of the *Journal of Teacher Education* was teacher education and technology. Included in the issue were articles dealing with concerns such as interactive video, the uses of e-mail, technol-

> *AACTE did some wonderful things; it sponsored NBC's Continental Classroom. The Ford Foundation gave us some money to fund it. The grant was made to AACTE. We had a staff; the project was located at NBC. It worked with colleges and universities for credit. The first one was physics. Jack Kelly was the first director, and then Ed Atkins. That enhanced the public image of AACTE and improved relationships with higher education.*
>
> Edward Pomeroy, Interview, 2/26/97

ogy-mediated laboratory experiences, and information management models. A 1996 issue had a similar theme; the major difference in the articles was the sophistication of the media under discussion; the pedagogical questions remained constant. At the 1995 Annual Meeting, 15 sessions were devoted to technology and telecommunications.

The question of the role of teacher education continues to preoccupy many in the profession. The issue of technology will become more pronounced as teacher educators are continually exploring questions concerning preparing prospective teachers to work with technology with students, of communicating globally with their peers, and answering philosophical questions about the uses of media.

Gender

Gender has been an AACTE issue for many years. Perhaps the most significant event in the Association's history is the 1973 vote to move the Annual Meeting from Chicago because Illinois had not passed the Equal Rights Amendment. The AACTE Resolutions contain six related to gender issues. Recent efforts have elevated the concern for gender to a high level within the Association. The Committee on Women's Issues addresses workplace, leadership, and research issues of female faculty; the Women's Breakfast at the Annual Meeting is consistently well attended. A new study group is women deans.

The growth of the role of women in AACTE roles has accelerated in the last decade. In the founding year of 1948, four AACTE standing committees existed; all the members

were men. In 1963, 14 standing committees existed; all the members were men. In 1964, two women were members of committees. In 1997, 30 of the 51 members of the nine standing committees were women.

Anne Flowers (1983-84) was the first woman president of AACTE; she has been followed by six women presidents: Norene Daly (1986-87); Janice Weaver (1990-91); Marilyn Guy (1992-93); Mary Diez (1993-94); Dolores Escobar (195-96); and Barbara Burch (1996-97). The matter of women in leadership roles in AACTE had clearly been on the minds of some of the membership prior to Flowers' election in 1982. Former president Cyphert (1976-77) indicated, *. . . there was concern that we had never had a woman AACTE president. When I was asked to be a candidate, I accepted because Margaret Lindsey was to be the other candidate. I stated publicly that I wanted Margaret to be elected for she was the best qualified teacher educator in the nation. Unfortunately, Margaret withdrew in my favor, and I subsequently defeated Dick Lawrence for the presidency.*

Research

The 1950 revision of the AACTE Constitution indicated that one of the organization's purposes is, *To stimulate and facilitate research, experimentation, and evaluation in teacher education and in related problems of learning, and teaching; to serve as a clearinghouse of information and report on these matters; and to publicize the findings of studies that have significance for the improvement of teacher education.* In their comment that *Teacher education is the preparation and research arm of the teaching profession*, Howsam et al. (1976, p. 41) fixed responsibility for supporting and conducting research in the hands of teacher educators.

The role of research in teacher education has been an uneven one. The July-August 1984 issue of the *Journal of Teacher Education* had as its theme a question summarizing the ongoing situation: *How Can We Use Research in Teacher Education?* One would look in vain for many useful applications for program development, professional practice, or long term effects from this issue. A year later, Koehler (1985) called teacher education research *bootstrap research* by which she meant that *This is inexpensive research and requires few person*

hours. She went on to note that *The research is generally undertaken on top of an already full academic load* (p. 25). Thus much research has been the result of often minor efforts with meager support and resources.

The Association has continuously argued for better and more research in teacher education. The sad truth has all too often been that, with the exception of some federally funded projects and a few foundation-supported research projects, teacher education historically has had relatively few opportunities to benefit from long-term, carefully targeted studies. In a sense, nothing lasts long enough for anyone to draw empirical conclusions from it. This, however, may be changing. The 1996 Association of Teacher Educators (ATE) sponsored *Handbook of Research on Teacher Education* and the 1996 AACTE sponsored *The Teacher Educator's Handbook*

> During the past several years, there has been an increasing emphasis on standards and assessment as levers for change in education—both in K-12 schools and in teacher education. I think it is important not to lose sight of learning as the focus for both the standards movement and for assessment practice. We must deepen our understanding about what learning is and how learning happens and apply that understanding to our work with learners of all ages.
>
> Mary Diez, Interview, 1/09/98

both suggest that the situation is undergoing change. Research reported at both the AACTE Annual Meetings and at Division K of the American Educational Research Association further delineate the progress of teacher education research. AACTE can happily take major credit for the coming of age of some research in teacher education.

Many of AACTE's institutional representatives, officers, and Board members are active in all three of the above groups. Many recognize that research is, of necessity, a long-term process requiring the efforts of many. The Association has justifiable pride in the many efforts of individuals in both doing and promoting better and better research in teacher education.

Awards

AACTE has developed processes for a variety of awards over the years. One of the many which captured the interest and imagination of the profession was the Distinguished Achievement Award series. This award, given through the years 1971-1981, gave visibility to outstanding teacher preparation programs. Panels of judges reviewed the submitted program descriptions from a variety of institutions and determined which ones were worthy of distinction. Panels convened in Washington and made their recommendations based on their assessment of the various programs. The Association discontinued this awards program because of complexity and the cost of bringing the several panels to Washington to review the proposals.

In 1981, the Association inaugurated the Edward C. Pomeroy Award given to a distinguished teacher educator who had contributed mightily to teacher education. The Pomeroy Award recipient is normally an individual, although in special circumstances and approval of the Board of Directors, it may go to multiple individuals, an organization, or to a department, school, or college of education. Thus far, only individuals have received the award. Fittingly, the first year the award went to Edward Pomeroy himself. Since then, the award has gone to a variety of individuals, many of whom had already achieved the earlier distinction of holding the office of president of the Association. Each year the recipient is honored and has the opportunity to give a major address at the Annual Meeting. Recipients have included George Denemark, Robert Howsam, Dean Corrigan, and Robert Egbert. The Pomeroy Award will not be given in years when there is no clearly qualified recipient, but presentation of the award cannot be deferred for more than one year.

The Association also annually presents the David G. Imig Award to recognize distinguished achievement in the fields of policy or research in teacher education. Recipients must have demonstrated achievement in the formulation, implementation, or analysis of education policy, or in the performance of distinguished research in teacher education.

Although recipients need not be affiliated with AACTE, there should be an obvious connection between their work and that of the Association. The Imig Award will not be given in years when there is no clearly qualified recipient, but presentation of the Award cannot be deferred for more than two consecutive years.

In 1996, the Association began awarding the Margaret Lindsey Award for Distinguished Research. This award is given to a mid-career individual whose research has had a major impact on teacher education. Designating an award for a mid-career person enables the Association to recognize publicly individuals of high status and to provide public demonstration of its commitment to the recognition of quality research.

Through other awards, AACTE has striven to promote effective research and scholarship. Included among the awards are the Outstanding Dissertation Award recognizing excellence in doctoral research contributing to the teacher education knowledge base and the Outstanding Writing Award which may go to the author(s) of a book, chapter, or article. In recent years, the Association has presented several awards in this category, given the difficulty of considering both full-length books and articles in the same context.

Other awards include the Award for the Exemplary Program in Global/International Education, Award for Exemplary Practice in Technology, and the Best Practice awards, inspired by President Burch to recognize and share the things that work in teacher education.

In all awards, AACTE works through committees composed of members of the Board of Directors or appointed committees such as the Publications Committee. Committees may delegate some responsibility for review and initial recommendation to subcommittees.

The Future

As we looked to the future of AACTE, we interviewed David Imig for his thoughts on major issues he has faced during his administration and what he sees as future issues. The questions and responses follow.

- What were the prevailing themes with which the Association was concerned at the time of your selection as director? *The agenda was making teaching a profession. Everything I did the first 5 years (except some of the international things) was couched with this in mind. All the extended program development, knowledge base efforts, clinical program models, coalition building, and other matters were devoted to that agenda.*
- Which ones continue to be of importance or at least of concern to the profession? *Diversity issues, knowledge base concerns, partnerships with K-12.*
- What are the issues and concerns of AACTE at present? *(1) Accountability issues; i.e., to whom are Ed Schools and teacher education programs accountable? What measures, what criteria, what results are appropriate? (2) Competition with alternative providers. (3) Diversity issues. (4) Partnering within and outside the college/university; with whom, in what ways, with what dollars? (5) Restoring a moral agenda to the enterprise. (6) Determining the role of the Ed School in community development.*
- How do you view the purpose of the Annual Meeting? *Updating the members on new knowledge, new programs, new politics. Bringing more faculty (teacher educators) to the meeting. Sharing best practices and setting a course for the next years.*
- What have been the influences on the changes in the Annual Meeting? *Dollars. The reality that we couldn't conduct business that met expanded expectations with the available resources. We have, however, attempted to maintain a core program of invited addresses; for example, the Hunt and Cohen lectures.*
- What is your view of the switch from invited speeches to reviewed proposals for presentations? *It has been our effort to*

respond to campus travel restrictions that provide travel money only for reviewed paper presentations.

- Whether it was PBTE in the 1970s, PBSs in the 1990s, or some other national movement, AACTE has frequently lent its support to the further development of these movements or trends. What is your view of this phenomenon? *I think it has been good: special education in the 1970s, diversity/equity in the late 1980s, partner schools in the 1990s. Our current work with NCTAF is an example of such efforts.*
- Have there been recurring and unifying themes of the organization? My *consistent theme has been "building a community of common interest" which was my attempt to say that we were the place where all of the other groups came for interaction and common agenda building. I have also done the usual "we are threatened" messages which have brought us together at important times and helped to build credibility for Association efforts.*
- What have been the issues, besides accreditation, which have been divisive and, at times, counterproductive? *During my tenure, the issues have included big school vs. small school, Holmes Group (Holmes Partnerships) vs. everyone else; extended programs vs. traditional programs; PDSes vs. other clinical approaches; the Phoenix, Novas, Waldens, National University vs. traditional approaches. I see these issues as intensifying in the future in an era of increased competition.*
- What about the attendance at Annual Meetings? *Attendance has gone from 1,000 to 2,000 in a decade. We have been pressed hard by Division K of AERA. Due to the February schedule, we are in competition with ATE for attendance; ASCD is on the upswing in attendance. All affect AACTE's Annual Meeting attendance. We talk and worry about this all the time. Resource considerations may force us to rethink our Annual Meeting situation.*
- What is your view of the role AACTE plays in governmental relations? *The first committee was in 1975. We have had some impact. We can point to legislative language in many bills that is ours. The strategy for governmental relations is to tie our efforts together with many other organizations to achieve our goals.*

The future of teacher education in the United States is like the future of almost everything else in the last years of the 20th century: filled with questions and unresolved issues.

Charles Hunt could write as he did of Mark Hopkins sitting at one end of the log and the student at the other, but 21st century teacher educators may have trouble figuring out what and where the log is or even if there is a log. Is teacher education primarily the province of higher education as Howsam (1976) and his colleagues argued? Is it primarily the province of the schools? What will it mean to teach and learn in 2025, a mere 27 years away yet light years away given the fast pace of technological development? What will accreditation mean in the future? What qualities will teacher education programs seek in applicants?

> I see AACTE as building a strong future through the three major activities in which the association engages. AACTE's professional issues and professional development work is critical to the future of teacher education. The board has been developing a statement of accountability that moves beyond accreditation issues; it addresses the issue of how we should be accountable to schools and the broader public. AACTE's governmental relations work is important in assisting members to become aware of critical issues facing teacher education and in providing support for advocacy. The Association's research and evaluation activities are becoming an increasingly important part of AACTE's work in providing information and critical perspectives for members understanding of our context.
>
> Mary E. Diez, Interview, 1/09/98

This history reveals how enigmatic teacher education is. The titles of books and articles with phrases like "knowledge base" in them seem to suggest that the field has finite answers to infinite problems. Of course, it does not. What it has is an ongoing hope that teacher educators will continue to seek the best for those who will teach in the common schools, whatever they may look like in the future. The profession has long had individuals humble enough to know that they do not have all the answers, but that they do possess knowledge and insights about what is "best practice" for given times and

places. In addition, the profession has long had individuals confident enough to know that their work is the best work that can be done with prospective teachers. As the Association completes its 50th year, as the century draws to a close, we can say with confidence that the Association and many teacher educators are like Tennyson's Ulysses and his companions: . . . *strong in will/To strive, to seek, to find, and not to yield.*

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Appendices

Past Presidents

Pomeroy Award Recipients

Imig Award Recipients

Past Presidents

Dale Anderson (1997-98)
Barbara Burch (1996-97)
Dolores Escobar (1995-96)
Richard Wisniewski (1994-95)
Mary Diez (1993-94)
Marilyn Guy (1992-93)
Gary D Fenstermacher (1991-92)
Janice Weaver (1990-1991)
John Gosdlad (1989-1990)
Eugene Eubanks (1988-89)
William Gardner (1987-88)
Norene Daly (1986-87)
Robert Saunders (1985-86)
David Smith (1984-85)
Anne Flowers (1983-84)
Jack Gant (1982-83)
Dean Corrigan (1981-82)
Robert Egbert (1980-81)
Bert Sharp (1979-80)
J. T. Sandefur (1978-79)
Henry Hermanowicz (1977-78)
Frederick Cyphert (1976-77)
John Dunworth (1975-76)
Sam Wiggins (1974-75)
William Hunter (1973-74)
George Denemark(1972-73)
Nathaniel Evers (1971-72)
Paul Masoner (1970-71)
Lawrence Walkup (1969-70)
William Engbretson (1968-69)
John Emens (1967-68)
John King (1966-67)
Evan Collins (1964-66)
Walter Anderson (1964) *Died in office*
Warren Lovinger (1963-64)
J. W. Mauker (1962-63)
J. Ralph Rackley (1961-62)
Henry Hill (1960-61)
Wendell Wright (1959-60)
Harvey Rice(1958-59)
Donald Cottrell (1957-58)
Rees Hughes (1956-57)
L. D. Haskew (1955-56)
Herbert Welte (1954-55)
Marion Trabue (1953-54)
Robert McConnell (1952-53)
Waldo Lessenger (1951-52)
John Flowers (1950-51)
Wesley Peik (1949-50)
Walter Hager (1948-49)

Pomeroy Award Recipients

1980	Edward C. Pomeroy
1981	Margaret Lindsey
1982	no award
1983	B. Othaniel Smith
1984	George Denemark
1985	Robert Howsam
1986	Robert E. Egbert
1987	Ralph Tyler
1988	J.T. Sandefur
1989	Dale Scannell
1990	Martin Haberman
1991	James (Jack) L. Gant
1992	David C. Smith
1993	Dean C. Corrigan
1994	Elaine P. Witty
1995	John Goodlad
1996	Nicholas M. Michelli
	Allen Glenn
	Johnnie Mills-Jones
	Mary Ellen Finch
1997	Eugene E. Eubanks
1998	Hendrik Gideonese

Imig Award Recipients

1996	David G. Imig
1997	Linda Darling-Hammond
1998	Lee Shulman

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